

CAREER GUIDE FOR INSTRUCTIONAL COORDINATORS

SOC Code: 25-9031

Pay Band(s): 4 in Education Support Services ([Salary Structure](#))

4, 5, 7 in Education Administration ([Salary Structure](#))

Standard Occupational Description: Develop instructional material, coordinate educational content, and incorporate current technology in specialized fields that provide guidelines to educators and instructors for developing curricula and conducting courses.

Instructional Coordinator positions in the Commonwealth are assigned to two primary Career Groups:

Education Support Services

- [Education Support Specialist III](#)

Education Administration

- [Education Administration Coordinator I](#)
- [Education Administration Coordinator II](#)
- [Education Administration Coordinator III](#)

Instructional Coordinators also have career opportunities in the following Career Group(s):

Program Administration

General Administration

Training and Instruction

Human Resource Services

SKILLS, KNOWLEDGE, ABILITIES AND TASKS

(Technical and Functional Expertise)

Skills

Note: The technical and functional skills listed below are based on general occupational qualifications for Instructional Coordinators commonly recognized by most employers. Typically, you will not be required to have all of the skills listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

1. Communicating effectively in writing as appropriate for the needs of the audience.
2. Talking to others to convey information effectively.
3. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
4. Understanding written sentences and paragraphs in work related documents.
5. Teaching others how to do something.

6. Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
7. Considering the relative costs and benefits of potential actions to choose the most appropriate one.
8. Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
9. Understanding the implications of new information for both current and future problem solving and decision-making.
10. Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Knowledge

Note: The technical and functional knowledge statements listed below are based on general occupational qualifications for Instructional Coordinators commonly recognized by most employers. Typically, you will not be required to have all of the knowledge listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

The **Knowledge** of:

1. The structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
2. Business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. Human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
4. Principles and procedures for personnel recruitment, selection, training, labor relations and negotiation.

Abilities

Note: The technical and functional abilities listed below are based on general occupational qualifications for Instructional Coordinators commonly recognized by most employers. Typically, you will not be required to have all of the abilities listed to be a successful performer. Recruitment and selection standards for an individual state job must be based on the specific knowledge, skills, and abilities for that job as indicated in the job announcement and job description in the Employee Work Profile.

The **Ability** to:

1. Read and understand information and ideas presented in writing.
2. Communicate information and ideas in writing so others will understand.
3. Listen to and understand information and ideas presented through spoken words and sentences.
4. Apply general rules to specific problems to produce answers that make sense.
5. Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
6. See details at close range (within a few feet of the observer).
7. Speak clearly so others can understand you.
8. Arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Tasks

Note: The following is a list of sample tasks typically performed by Instructional Coordinators. Employees in this occupation will not necessarily perform all of the tasks listed.

1. Researches, evaluates, and prepares recommendations on curricula, instructional methods, and materials.
2. Develops tests, questionnaires, and procedures to measure effectiveness of curriculum and to determine if program objectives are being met.
3. Prepares or approves manuals, guidelines, and reports.
4. Orders or authorizes purchase of instructional materials, supplies, equipment, and visual aids designed to meet educational needs of students.
5. Confers with school officials, teachers and/or administrative staff to plan and develop curricula and establish guidelines for educational programs.
6. Confers with educational committees and advisory groups to gather information on instructional methods and materials related to specific academic subjects.
7. Advises teaching and administrative staff in assessment, curriculum development, management of student behavior, and use of materials and equipment.
8. Observes, evaluates, and recommends changes in work of teaching staff to strengthen teaching skills in classroom.
9. Plans, conducts, and evaluates training programs and conferences for teachers to study new classroom procedures, instructional materials, and teaching aids.
10. Advises school officials on implementation of state and federal programs and procedures.

INTERESTED?

Like people, occupations have traits or characteristics. These characteristics give important clues about the nature of the work and work environment, and give you an opportunity to match your own personal interests to a specific occupation. When you choose a job in an occupation that matches your own interests you have taken an important step in planning a successful and rewarding career.

Instructional Coordinators perform work that is **Social, Investigative, Artistic, and Enterprising**. The work is **Social** because it frequently involves working with, communicating with, and teaching people. Social occupations often involve helping or providing service to others.

It is **Investigative** because it involves working with ideas, and requires an extensive amount of thinking. Investigative occupations can involve searching for facts and figuring out problems mentally.

The work is **Artistic** because it involves working with forms, designs and patterns. It often requires self-expression and can be done without following a clear set of rules.

And it is **Enterprising** because it involves starting up and carrying out projects. Enterprising occupations can involve leading people and making many decisions. Sometimes the work requires risk taking and often deals with business.

LICENSURE, REGISTRATION, OR CERTIFICATION REQUIREMENTS

Licensure or certification (such as teacher certification) may be required for Instructional Coordinator positions in state government depending upon the area of specialization. To improve career advancement opportunities, you should consider the advantages of certification and include this step in your self-development plan.

Licensure and certification information can be found on the Virginia Department of Education's web site at <http://www.pen.k12.va.us/VDOE/newvdoe/teached.html>

EDUCATIONAL, TRAINING, AND LEARNING OPPORTUNITIES

Instructional Coordinator positions often require an advanced degree in education, special education, adult education, or related field of study. Sources of educational, training, and learning opportunities include:

College and University Programs

[Virginia Colleges and Universities with Approved Teacher Preparation Programs](#)

US Department of Education, Professional Development Resources

<http://www.edu.gov>

COMMONWEALTH COMPETENCIES

Competencies are a set of identified behaviors, knowledge, skills, and abilities that directly and positively impact the success of employees and the organization. Competencies can be observed and measured. When consistently demonstrated, competencies make employees particularly effective in their work. Competencies help lay out a road map to career success. You can use the Commonwealth Competencies to help improve your individual performance by adopting behaviors that make high performing employees successful in their jobs. In this way, you can use the Commonwealth Competencies for your further professional development.

The Commonwealth Competencies are:

1. Technical and Functional Expertise
2. Understanding the Business
3. Achieving Results
4. Serving the Customer
5. Teamwork
6. Interpersonal and Communication Skills
7. Leadership and Personal Effectiveness

The above competencies may be applied to employees throughout the Commonwealth of Virginia. They can be rank-ordered by agencies and hiring managers to represent the needs of a specific job. The rank ordering will change depending upon the occupation, an organization's priorities, the actual job requirements, and the supervisor's preferences.

Career success is both about what you do (applying your technical knowledge, skills, and ability) and how you do it (the consistent behaviors you demonstrate and choose to use) while interacting and communicating with others. Hopefully, by studying the Commonwealth

competencies, identifying your developmental opportunities, and working to refine your own competence, you can take charge of your career!

For additional information about the **Commonwealth Competencies** go to: http://jobs.state.va.us/cc_planningctr.htm. For the competencies, we first list the competencies and then define each. Finally, we list competency indicators; to describe what successful performance looks like.

COMMONWEALTH CAREER PATH

Career opportunities in the Commonwealth are not limited to moving “up” to the next highest role and pay band, changing positions, or to becoming a supervisor. That’s because most roles describe a broad group of occupationally related positions that perform a range of work that requires increased knowledge and skills. For that reason, Commonwealth roles describe the career paths within the same or higher-level role for the same or different Career Group. The broad salary range and the Commonwealth’s pay practices provide flexibility in recognizing career development and advancement. ([Salary Structure](#))

For example: Education Support Services

BAND	PRACTITIONER ROLES	BAND	PRACTITIONER ROLES
1	Education Support Assistant	1	Education Support Assistant
	↓		
2	Education Support Specialist I	2	Education Support Specialist I
	↓		
3	Education Support Specialist II	3	Education Support Specialist II
	↓		
4	Education Support Specialist III	4	Education Support Specialist III

For Example: Education Administration

PAY BAND	ROLES	PAY BAND	ROLES
4	Education Administrator I	4	Education Administrator I
	↓		↓
5	Education Coordinator I	5	Education Administrator II
	↓		↓
6	Education Coordinator II	6	Education Administrator III
	↓		↓
7	Education Administrator IV	7	Education Administrator IV

Many employers, including the Commonwealth, expect trades professionals to gain knowledge, skills, and abilities in more than one area. Multi-skilled workers can add value to the organization and often find that a variety of work assignments can be rewarding.

Sample Career Path (For Education Support Services)

Education Support Assistant

Provides career tracks for teacher aides and others performing support activities such as locating, enrolling and explaining programs for designated clients, based on their needs and learning modes, on methods to improve their knowledge, skills and utilization of available program resources. Duties are well defined and range from trainee to journey level.

Education Support Specialist I

Provides career tracks for museum interpreters, demonstrators and others performing entry-level to journey-level specialists duties. Employees disseminate information to visitors, targeted audiences, program participants and the public.

Education Support Specialist II

Provides career tracks for education services specialists whose duties ranges from entry-level to journey-level working within a defined region or identified area of an agency. Employees perform a variety of administrative and programmatic duties in support of educational programs.

Education Support Specialist III

Provides career tracks for education services coordinators or specialists, such as extension agents or certification analysts performing journey to advanced level responsibilities. Employees serve as a resource, advisor, coordinator, supervisor and/or educator in the delivery of

designated educational or interpretive programs and support localities in their efforts to assess program/service needs.

Sample Career Path
(For Education Administration)

Education Administrator I

Provides career tracks for managers of programmatic areas within an agency, museums, and educational facilities, and involves budget development and monitoring, management of staff and programs. Duties include development of operational policies and procedures, and implementing and evaluating various educational programs for the public, students, visitors and other related audiences.

Education Coordinator I

Provides career tracks for advanced level education coordinators whose responsibilities range from coordination to program supervision involving responsibilities such as planning, coordinating, implementing, supervising, and evaluating of a program(s) or service(s) statewide.

Education Administrator II

Provides career tracks for administrators, such as principals, responsible for coordinating, planning, directing and supervising educational programs and services for a state college or university, facility or agency with statewide scope. Duties include developing and administering budgets; preparing and administering grants; selecting/developing curricula and educational materials and monitoring accreditation standards; evaluating scholarship and admission eligibility; and coordinating facility operations.

Education Coordinator II

Provides career tracks for educational coordinators who act as experts providing highly complex professional, analytical, and/or technical educational expertise to a critical specialty area. Responsibilities are multifaceted and involve administration of multiple projects and statewide programs through the application of broad technical expertise.

Education Administrator III

Provides career tracks for administrators responsible for managing or directing the programs, projects and staff of an educational facility or divisional unit. Duties are unusually complex and include the direction of service provision, the development of standards of student achievement and educational program content, or serving as the primary administrator and instructional leader for a specialized school(s). Experts in this role are recognized on a local, state and national basis in their specialty field.

Education Administrator IV

Provides career tracks for executive administrators who provide leadership to increase student learning and achievement and to improve delivery of essential education services in the Commonwealth. Responsibilities are unusually complex and include executive leadership across agency operational lines.

ADDITIONAL OCCUPATIONAL INFORMATION CAN BE FOUND AT:

O*NET (Occupational Information Network)
http://online.onetcenter.org/gen_search_page

Virginia Employment Commission
<http://www.alex.vec.state.va.us/>

Virginia Department of Education
<http://www.pen.k12.va.us/>

Career One Stop
<http://www.careeronestop.org/>

Virginia Career Resource Network
<http://www.vacrn.net/>